DOCUMENT RESUME

ED 129 511 88 RC 009 465

TITLE	Open Concept School for Indian Education. Sault Sainte Marie, Michigan, 1973.
INSTITUTION	Sault Sainte Marie Public Schools, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
PUB DATE	Apr 73
NOTE	78p.; For related document, see ED 101 894
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Affective Objectives; *American Indians; Ancillary Services; Cognitive Objectives; *Curriculum; *Elementary Education; *Guides; Language Arts; Mathematics; *Models; *Open Education; Organization; Sciences; Social Studies
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Finlayson Elementary School Sault Sainte Marie MI; *Michigan (Sault Sainte Marie)

ABSTRACT

The product of an Elementary Secondary Education Act Title III project produced by the staff and administration of the Finlayson Elementary School in Sault Ste. Marie, Michigan for American Indian students, this handbook is designed as a guide to educators engaging in open concept education. Constituting a model, this handbook incorporates the following: (1) Organization (staff and student grouping and space); (2) Organization of Space (preschool; preschool materials; primary and junior pods; the lab; lab materials; and the library); (3) Process and Function (principal; teachers; the general aide; the math and library aides; the secretary; a day in the life of a student; and inservice training); (4) Affective Curriculum (student behavior; student-teacher conferences; and homeroom); (5) Cognitive and Psychomotor Curriculum (language arts, math, and social studies for preschool and primary and junior pods; art; music; and physical education); (6) Other Curriculum Concerns (world of work; manipulative devices; health service; and testing); (7) Curriculum and Auxiliary Personnel (remedial programs; Title I roving math teacher, school nurse, reading skills, and motor skills; home school agent; school lunch and breakfast program; and play therapy); (8) Evaluation (procedures; reporting to parents; the advisory council; Parent Teacher Association objectives; and school community events); (9) Bibliography; and (10) Glossary. (JC)

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ED 29511

Open Concept School For Indian Education

sault sainte marie, michigan

RC 009465

Acknowledgements:

The Sault Ste. Marie Area Public Schools is grateful to the staff of the Finlayson Elementary "Open Concept School for Indian Education" who gave of their time and efforts to make this publication worthwhile. The 1972-73 staff who contributed included: Mary Drumheller, Phyllis Sims, Jane Williamson, Joyce Milligan, Loma Poppink, Marjorie Huff, Janet Nason, James Baron, Jeanette Hillock, and Robert Beecroft, Principal.

Sincerely,

Johann F. Ingold
Project Director
Sault Ste. Marie, Michigan
April, 1973

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An ESEA, Title III Project

PRINTED by SAULT AREA SKILL CENTER- *Graphic Arts Department*

HANDBOOK FOR THE OPEN CONCEPT SCHOOL

INTRODUCTION

Open concept education, representing a relatively recent development in the United States, is an educational practice that is based on a philosophical framework and practical applications of a humanistic approach. Writers and educators such as Rousseau, Pestalozzi, Froebel, and more recently Montessori, Dewey and Piaget, have helped shape a body of knowledge which has led to the integrated education in England and to the development of various forms of open education in the United States.

This handbook attempts to explore one of the many approaches to open education currently being put into practice in some schools of the nation. It was compiled from contributions by the staff and the administration of the Finlayson Elementary School in Sault Ste. Marie, Michigan. The model described in these pages is an open concept approach for a total school population in a small, conventionally built elementary school. Replication of this model could occur, however, in a building built for open concept education. The model rests on three assumptions; they are: (a) children can take more responsibility for their own activities and for their own learning; (b) providing choices for the learner will increase his independence, teach him to make decisions at an early age, and will make school emotionally more satisfying and more attractive to him; and (c) the open concept model will provide opportunity for the teacher to create flexible responses to individual needs and to broaden the approaches to skill instruction.

The handbook was produced with the hope that it could become a practical guide to those educators who plan to engage in open concept education. It presupposes that the user would have a good theoretical understanding of the underlying assumptions and would have the necessary emotional commitment and fortitude to undertake a project that is frought with pitfalls and difficulties but has the capability of making education an exciting adventure of discovery for both the teacher and the learner.

p. 1 blank

Organization

STAFF GROUPING

An important key to the success of an open concept school is the ability of the staff to work together effectively. It cannot be assumed that every teacher who is successful in the traditional classroom setting will also be successful as an open classroom instructor. Generally, open school teachers must be able to feel comfortable with unstructured situations; they must be very flexible, able to interact frequently with other teachers, and they must have a certain degree of creativeness. Teachers must be willing to learn with and about children, to reorganize their work at a moment's notice, and to have some knowledge of individualized instruction.

Since it is so important that teachers undertake the task of opening up a school with dedication and enthusiasm, volunteers should be sought for this purpose and a careful matching of complex personalities should be attempted from the volunteers.

The nature of an open concept school and its concerns for individualized instruction suggest extensive use of paraprofessionals for completing the total staff.

The staff organization during the present introductory period is based on a student body of two hundred students. The following staffing pattern was considered most feasible to introduce open concept education initially for this model.

It is freely acknowledged that the staff density is more than one normally finds in a typical elementary school. Beginning with the coming year and for two successive years, staff reductions are planned to bring the total staff density down to a more acceptable level over a two year period. The preliminary plans call for the elimination of two teachers.

In order for this organization to work, frequent staff meetings are a necessity. The staff meets on the average of twice a week. Part of the meeting includes the paraprofessionals when general concerns are discussed but some of the meetings are held with the professional staff only, especially when confidential information has be to exchanged. In addition to the regularly scheduled staff meetings, meetings among teachers within a pod are held when common plans for that age group are being formulated. During staff meetings free discussion is encouraged. The staff is often very critical of itself and considers various alternatives for program improvement within the concept of the open school program. Many staff meetings are held to discuss progress of individual students.

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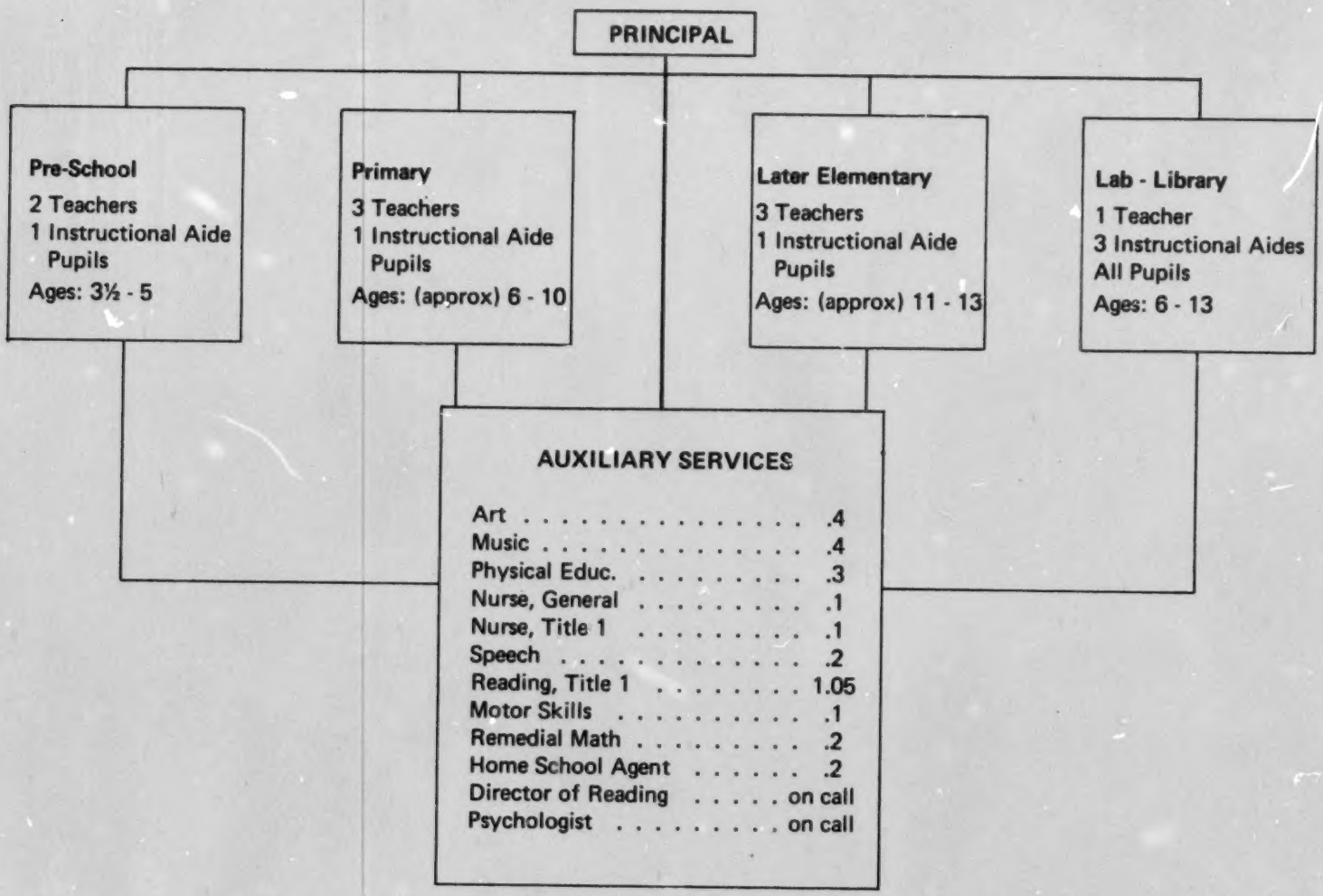
STAFF GROUPING MODEL – 1972 - 73


PRINCIPAL
Pre-School
2 Teachers
1 Instructional Aide
Pupils
Ages: 3½ - 5
Primary
3 Teachers
1 Instructional Aide
Pupils
Ages: (approx) 6 - 10
Later Elementary
3 Teachers
1 Instructional Aide
Pupils
Ages: (approx) 11 - 13
Lab - Library
1 Teacher
3 Instructional Aides
All Pupils
Ages: 6 - 13
AUXILIARY SERVICES
Art 4
Music 4
Physical Educ. 3
Nurse, General 1
Nurse, Title 1 1
Speech 2
Reading, Title 1 . . . . . 1.05
Motor Skills 1
Remedial Math 2
Home School Agent 2
Director of Reading . . . . . on call
Psychologist . . . . . on call

STUDENT GROUPING

The students in the open concept school are placed in three different working groups. The Pre-school/kindergarten pod has children ranging from the ages of 3½ to 6. Fourty-four of these students come on a half-day basis and four of them attend this group all day long. Most of the pre-schoolers come from within the school boundaries while a few are attending from outside the area. There are two teachers and one aide to work with these children.

Basically, the Primary pod works with the children between the ages of 6 and 10. There are three teachers and one aide to sixty-nine students. Some of the students also attend structured activities in the Pre-school/kindergarten and junior pods.

Age overlap between primary group and the Junior pod is no exception. Three teachers and one aide work with seventy-six students between the ages of 9 and 13. These students are also able to attend activities in the Primary Pod.

At the beginning of the program, the pods were arranged according to the former traditional grade levels within the school, but since that time the achievement level of the individual student has become a determinant for grouping in addition to age.

Children move to the next level at the discretion of the supportive teacher. This can occur at anytime during the school year. The groupings have been very successful because the cross-age mixture of students makes it possible for older students to help their younger friends in a natural manner and setting. Sometimes teachers have to work carefully with older students in an effort to have them assist others on a sustained basis.

SPACE

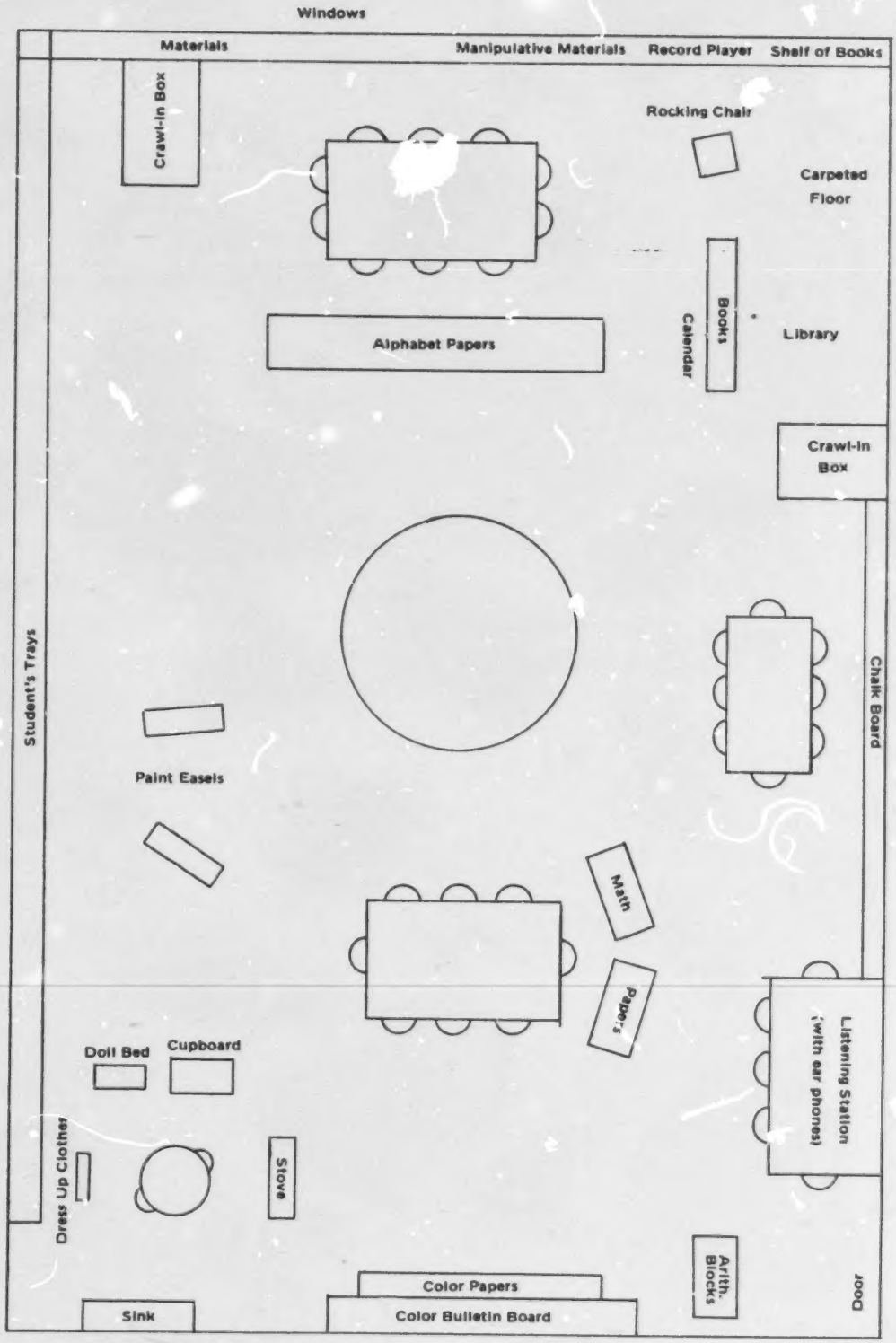
Some of the first things that have to be eliminated when starting an open concept school are the straight rows of desks in fixed positions with the teacher's desk in front. In fact, desks seem to be constantly on the move. Sometimes six or eight are pushed together and a group works on a project. Then again two people will pull a couple of desks off to the side to work undisturbed. There are times when a single person prefers to work alone. He may seek a carrel. Desks are not assigned. They are used as they are available and where they are convenient. Students' personal materials are stored in trays. These are in one general area of the room but their arrangement is flexible. However, some order and balance needs to be maintained. Materials to be used interchangeably by many students are generally stored in a designated place or area. These may be changed with the changes in subject matter.

Within the building, some rooms have a specialized function. A room with asphalt tile floor has been set aside for most art projects and woodworking where water and a sink are available. Another such room is used for cooking and most science projects including animals in cages, fish in aquariums, etc. As in most traditional schools, there is a separate gym for physical education which is also used for eating breakfast and lunch. The gym is used as well for plays and programs including dancing or large singing groups. A separate library is carpeted and is usually quiet. It would be most desirable to have several small conference rooms but since they are not available, any available space such as storage rooms, the ends of the hall, and the principal's office are used for individual conferences.

While a school without classroom walls would be superior for an open program, since it would allow teachers and students alike to see what was going on next door without dashing into the hall, a traditional building can be made to function for this program. Within the rooms the arrangements must follow certain principles in order to be successful and comfortable to the users. For instance, students seem less threatened when they can be near a wall. Obviously there isn't space enough to line up around the four walls, so we create an illusion of a wall in various ways throughout the room. Large space needs to be broken into smaller and more intimate settings but this must be done in such a way that a teacher or an aide can still see fairly well what is going on. Mobiles hung from the ceiling can help to create this effect. Bookcases or shelving of various heights are common false walls. Carrels may be placed in the center of the room or at right angles from a fixed wall. Large packing crates or commercial cubicles may be used to provide the illusion of separate space. When planning spacial

arrangement, consideration must be given to those special features of the room which have an influence on the educational use. Blackboards and bulletin boards often have a fixed location. Many science projects need to be near the windows such as plants, the use of prisms, magnifying glasses used to study combustion, etc. Audiovisual aids such as projectors and cassettes must be near electrical outlets and in an area that may easily be darkened.

The use of space should not remain the same but should change to provide new excitement and stimulation from time to time. In all the changes one must make sure that the end result while remaining pleasing to the eye, evokes feelings of warmth and comfort for the user.


Windows
Materials
Manipulative Materials
Record Player
Shelf of Books
Crawl-in Box
Rocking Chair
Carpeted Floor
Alphabet Papers
Calendar
Books
Library
Crawl-in Box
Student's Trays
Chalk Board
Paint Easels
Math
Books
Listening Station (with ear phones)
Doll Bed
Cupboard
Dress Up Clothes
Stove
Arith. Blocks
Door
Color Papers
Color Bulletin Board
Sink

Organization of Space

PRE-SCHOOL

The Pre-school program is designed for children from the age of 3½ years to about 6 years old. The children attend one of the two sessions of two hours and fourty-five minutes in length. One session is held in the morning and one in the afternoon serving approximately 25 children each. Two teachers and an aide are assigned primarily to the pre-school area but both teachers assist with activities in other learning areas. In addition, one of the teachers conducts the Alpha I Reading Program, a beginning reading program based on phonics, for the entire school.

Many older children come and work with pre-schoolers throughout the day; while helping the little ones they often improve their own skills. Some of the pre-schoolers also work in other areas of the school.

Each session usually begins with a group-type activity such as reading readiness, games, songs, finger plays, etc. New materials that have been made available are explained and discussed. At the close of the discussion each child is dismissed from the group with an indication of where he plans to do his first work. When the task selected jointly by the student and the teacher is completed, he is free to make his own selections. It is expected that a task once begun will be completed.

The open concept approach allows a teacher and children to become well acquainted and rapport is easily established.

Various learning stations are developed throughout the room which are changed frequently. Children are free to explore any or all of these stations for as long as they wish and as frequently as they desire. If it appears, however, that some students are not using all stations, they are encouraged to investigate any area they may have been avoiding.

Many of our learning stations consist of materials commonly used in kindergarten. However, we do attempt to devise methods of self-discovery and self-correction whenever possible. We try to develop materials that require very little teacher intervention.

4 .10 blank

PRE-SCHOOL MATERIALS

ALPHA MATERIALS
MINI VERI-TECH
DIRECTIONAL MAT
CROSS THE BROOK MAT
HOP SCOTCH MAT
WOODEN LETTERS AND NUMBERS
DETECT VISUAL
DETECT TACTILE
STACKING DISCS
GIANT ROCK-A-STACK
COUNT'N STACK
COUNTING STAIRWAY
GIANT MAGNIFIER
LOLLIPOP MEASURING TREE
DRESSING FRAMES-LACING-TYING-BUTTONING
SESAME STREET MATERIALS
PUPPETS
ARITHMABLOCKS
MINI TAPES
LACING SHOES

PRIMARY POD

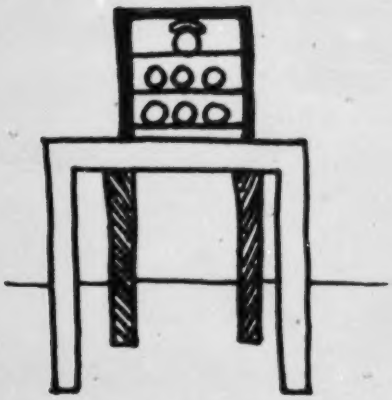
The Primary Pod includes children from age 6 through 10 who are served by three teachers and one aide. Each teacher has a supportive group of at least twenty-two students for evaluation purposes and for guidance. In an open concept situation family groupings have certain advantages. First, it removes any stigma that a child might feel from working with either younger children or materials designed for younger children. Secondly, children who are able to advance faster have their knowledge reinforced when they see and hear others working on more elementary ideas. Third, the mixture of different ages is stimulating and enriching by reducing competition and increasing cooperation among supportive groups.

When working with the supportive group a teacher must diagnose, counsel, prescribe learning sequences, guide the progress of individuals, and evaluate the achievement of students. Student progress is based on an individual approach. In order to assess the abilities, interests, and the style of learning for each student, the supportive teacher holds regular individual conferences with each student in her group at least once every two weeks. Observation and discussions, open discussions with the supportive group, as well as some occasional teacher-made tests, help to provide the necessary information needed to set up the learning stations used in building individual learning sequences.

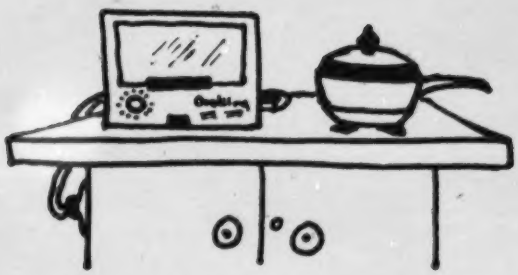
In her work within the pod the teacher is also responsible for at least one curricular area. This is not, however, her entire assignment; she is free to and should donate ideas and interest centers for all areas of study. The teachers float from room to room with the flow of the students. The school, therefore, can give many opportunities for self-selective work. Children of this age group still need some guidance in the choice of activities. The teachers found it better to give them two or three choices, one of which must be selected and completed before the students may follow thier own interests totally. Because so many of the total pupils need immediate perceptual experiences, it is difficult to keep enough exciting teacher-made interest centers and games supplied. Each supportive teacher must be fully aware of all the areas and what is offered to take full advantage of the range of possibilities in guiding her supportive group students.

In the Primary Pod activities generally begin with one hour of supportive group work in the morning. During this time plans for the day are made, discussions dealing with value formation and citizenship problems are held, and group instruction is given generally on a subject within a curricular area where, in the opinion of the supportive teacher, some deficiencies exist. Some scheduled instructional groups meet during this

time and those students who have elected to participate are excused to attend these sessions. Such group activities might include Alpha Beginning Reading, Distar Reading, math and language activities, SRA work, etc. At the conclusion of the homeroom periods the children are released to pre-selected activities for further individual study. The teacher conducts conferences with students while the other two teachers and the aide generally supervise activities within the rooms. After lunch the process is repeated with a half hour of supportive group time followed by free choice activities. A final homeroom period of approximately fifteen minutes duration is held at the conclusion of the day. During that time necessary clean-up and housekeeping details are taken care of, notes are passed out, and a final check on the day's progress is made with the children.



Primary Pod



Junior Pod

JUNIOR POD

In this grouping three teachers and an aide work with students who have attended school for approzimately five, six and seven years. Each of the three teachers has a mixed-age homeroom group and it is her responsibility to monitor and record the progress of the homeroom students. Through test results and individual conferences with the students, teachers accumulate the information needed to guide their charges to areas where they need the most help. Individuals who demonstrate the need for special help can be scheduled with an aide, assigned to work in the Primary area or referred to the Lab. This all calls for extensive record keeping on the part of the teacher. In general, however, as the students grow older and exhibit the ability to become independent they are allowed to make more choices and to initiate their own patterns of learning.

Each teacher assumes primary responsibility for a general curricular area but the teachers do move from one area to the other and contribute ideas and materials wherever they can. Usually the general direction of subject matter work is discussed in informal pod meetings and the individual learning stations are developed in accordance with this general plan. Changes in the learning stations are made at least every four to six weeks; however, if it appears that a particular learning station is not meeting the needs of the students, the station is dismantled and something else with a similar focus is put in its place. Generally, the scope and the direction of the learning process is based on a set of performance objectives which were established previously.

Like the Primary pod, the daily schedule calls for one hour of homeroom activities each morning. This time is used for individual guidance, for group guidance activities, and for some group instruction at the teacher's discretion. Children are then released gradually to their activities of choice. After lunch a half-hour homeroom period to check on plans and progress is followed by self-selected activities, terminating in a 15-minute closing homeroom used for the collection of work to be corrected, for pick-up of materials and for clean-up activities.

THE LAB

The Lab is a special room at Finlayson filled with interesting manipulative devices for children. These devices range from puzzles to filmstrips. Children are referred to the Lab by their homeroom teacher. They come to explore ideas and problems or to receive special help on work that seems too difficult to master without additional assistance.

In the Lab the children find a teacher assisted by two aides. Each aide has chosen a specific area to work; therefore, if a child needs help in math, he knows he will be working with a particular person. The aide works with the child using the prescription the homeroom teacher has written on the referral. If there is no prescription, she consults the Lab teacher and together they prescribe work for the child.

The math provided in the Lab is mostly remedial in nature. The aide generally works with one student at a time. Little group work is done in this area. Only occasionally a child will come in for advanced work on math skills.

Science on the other hand is for the most part composed of enrichment activities and experimentation. The children work in small groups of 2 to 5. Once in awhile a single child may work on something alone.

With a minimum of equipment and a maximum of enthusiasm the science corner excites and stimulates even the most unmotivated child. Here children are encouraged to question, wonder, try, and fail, invent, appreciate their environment, hypothesize and observe. Baking a cake in a soup ladle over a candle, taking a walk into the woods to see, smell, listen, and feel, seeing solids magically transformed to a liquid, then a gas, making rain, discovering the basic needs of living things - sometimes tragically but often with a new awareness, all help to enhance the open concept theory: "The mind once expanded will never return to its original size."

Supplemental reading is either done in groups or one-to-one. Two special reading classes are conducted using SRA Distar Reading materials with ten children in each group. Reading is remedial and not enrichment. Children who are referred to the Lab for reading come with special needs, mostly beginning reading problems such as letter sounds, consonant and vowel sounds, initial, middle and ending sounds, and word attack skills. Materials used in reading are: Frostig Perceptual Materials, filmstrips of assorted variety, The MacMillan Reading Spectrum (for Upper Pod), exercises on vocabulary, comprehension and work analysis, SRA Reading Kits, manipulative devices

(mostly for Lower Pod), alphabet letters, flannel board materials, and Ideal's Pegboard Cards.

LAB MATERIALS

READING

DISTAR LIBRARY SERIES
DISTAR READING MATERIALS (LEVEL 1&2)
DISTAR LANGUAGE (LEVEL 1&2)
SRA READING KITS
FILMSTRIPS
RECORDS
MAC MILLAN SPECTRUM READING SERIES
FROSTIG PROGRAM DEVELOPMENT OF VISUAL PERCEPTION
PAPERBACK COLLECTION OF STORIES

SCIENCE

PROPANE TORCHES
ALCOHOL BURNER
BOILING FLASKS, GRADUATED BEAKERS
CORKS
TEST TUBES
TUBING
MICROSCOPE
MAGNIFYING GLASSES
MEASURES
3 TYPES OF SCALES
LITMUS PAPER
GREEN HOUSE
SOIL
SEEDS
DISECTORY KIT AND FROGS
ROCK TUMBLER
MAGNETS AND FILINGS
GYROSCOPE
BATTERIES-WIRE-MOTORS-TRANSFORMERS
SWITCHES-TRAIN-ROCKET-TELEGRAPH-BELLS-LIGHTS
CANDLES

SKELETAL MODELS
EQUIPMENT FOR INERTIA
INCUBATOR
HOT PLATES
A.V. EQUIPMENT
RECORD PLAYERS
CASSETTE RECORDERS
FILMSTRIP PROJECTOR
FILMSTRIP VIEWER

COOKING
PORTABLE STOVE
HOT PLATES
PORTABLE OVEN
SMALL APPLIANCES
COOKING UTENSILS
SURPLUS FOODS
COOK BOOKS

MATH
MATH MODULES
PUZZLES
NUMBER-BLOX
CREATIVE PUBLICATIONS
GEOBOARDS
MATHEMATICAL MINI-SYSTEM-TAPE PLAYER
MATH GAMES
MATHEMATICAL BALANCE
CRIBBAGE BOARD
VERITEX GAMES
MINI CUBES
FLASH CARDS
ABACI
CUISENAIRE RODS

PLACE VALUE BOARDS
SAY-IT MULTIPLICATION GAME
SAY-IT DIVISION GAME
PYRAMID PUZZLE
DISTAR MATH SERIES (LEVEL 1&2)

THE LIBRARY

The library is a multi-purpose area which services children from all levels: pre-school through later elementary. It is used as a Library and resource area, a Language Laboratory, and houses a supportive group.

FUNCTION: Library

A Library in an open concept approach is unique in relation to its counterparts in elementary education since the children are able to utilize the facility at any time during the day at their leisure and are not pressed for time because of schedules. The possibilities for growth and enrichment in children through the satisfying of curiosity, through research and discovery are endless. The facilitator can develop a feeling for those who can work on their own and thus devote more time with those who are in greater need of her assistance. In this system flexibility is the key word since each day requires new innovations and new media to stimulate motivation.

Library skills in the use of the card catalog, reference, dictionary, atlas and encyclopedia are presented through bulletin boards, posters, individual or small group instruction, activity sheets and card contracts

The setting is informal but functional with the usual library bookshelves arranged to set off an area for research, a davenport for comfortable, leisure reading, tables and chairs for discussion groups and pencil and paper activities. This informal atmosphere enhances the functions of the Library for the children who may be found reading books and magazines independently or together with other children. Sometimes with the help of the adult facilitator others may listen to stories during story time or to records (with listening posts) for music, stories or study skills.

FUNCTION; Language Laboratory

The Library also functions as a Language Lab primarily for enrichment rather than remedial help. This is approached through activity sheets in the communication skills

of phonics, reading, language, speaking, etc., as well as skill builders from the Reader's Digest and other teacher originated activities. Creative activities are stressed by encouraging the student to draw and color pictures about books in the Library, creating original activities or performing plays either published or creative, and holding discussions centered around the children's problems, interests or books.

An important facet of the Library is the opportunity for the children to "escape" to a quiet place to do work from other areas, to help other children or to be of library assistance. It is a place to go to do "fun" activities such as puzzles, games, etc.

SUCCESSES

1. The atmosphere is conductive to reading.
2. Children work independently with aid given when required.
3. The Library is a quiet place for children to get away from the hustle and bustle of other areas of activity (isolated from main building).
4. Reading Contest Procedure (run over a two-month period)
   a. contest announced on a bulletin board in main building
   b. relevant display in Library for contest (snow fort, snow balls designated for each book read with name of child, title of book and category of book, greatest number of snowballs knocks off the snowman's hat)
   c. divided into two categories - upper and lower pods
      1. extrinsic motivation - 2 prizes each (determined by teacher) for upper and lower pods
      2. Upper pod allowed a maximum of five easy reading books.
   d. reporting
      1. several (different format) contracts to choose for reporting
      2. relate story to adult facilitator and/or respond to inference or detail questions
      3. written reports are discussed regarding grammatical errors, spelling and structure
5. Records
   a. a permanent card file in the Library for use in establishing the activities attempted or accomplished by every child
   b. the above transferred on sheets indicating the areas of Library activities, language arts or other activities completed by the children and passed on to their supportive teachers for their utilization and records

PROBLEMS

1. Spatial arrangement limited due to the necessity of displaying supportive group material
2. Library closed during supportive group time causes loss of valuable time for learning
3. Two adults needed in Library at times:
   a. when conducting story time, creative dramatics, reading groups for enrichment
   b. when conducting small group Library skill courses
   c. reporting by children in the reading contest area
4. Lack of permanent A-V materials in Library

(See libraryaide, page 25)

LIBRARY REPORT

NAME _____ TEACHER _____

MONTH _____

LIBRARY ACTIVITY

1. Encyclopedia
2. Dictionary
3. Atlas
4. Card catalog
5. Crossword puzzles
6. Mixed practice
7. Magazines
8. Book information
9. Drew pictures (re book)
10. Reference (other areas)
11. Read to adult
12. Read to student
13. Read with others
14. Read independently
15. Listen to story
16. Scanned books
17. Book selection
18. Copy book

LANGUAGE ARTS

1. Activity Sheets
2. Reader's Digest (skill builder)
3. Children's Highlight
4. Creative activity

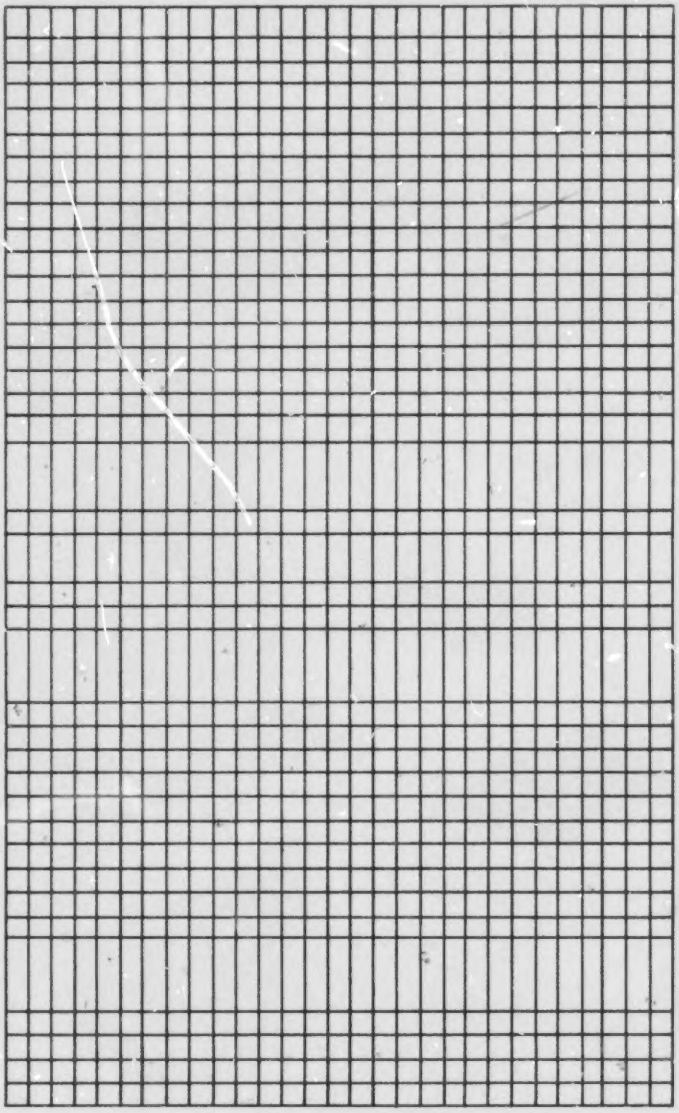
OTHER

1. Sat quietly
2. Drew pictures
3. Aided others
4. Library assistance
5. Color
6. Discussion with others
7. Made up activity
8. Listened to records
9. Used picture file
10. Work from other areas

CONDUCT

1. Worked well
2. Indecision
3. Disruptive
4. Dismissal

COMMENTS



Process and Function

THE PRINCIPAL

The role of the principal in an open concept school takes on new dimensions. It is his responsibility to create an open and accepting climate where the staff and the students can be themselves and grow; yet at the same time, he must maintain the integrity of the program by keeping the purposes and goals firmly before everyone at all times. Of course the principal retains the traditional responsibilities commonly ascribed to that position. He has to supervise and evaluate the work of the building staff, he is responsible for a number of records necessary to report the activities to the Board of Education and to supervisory agencies, and he is expected to represent the school to the community.

In the open school, however, the principal becomes much more involved in setting the focus and direction of the school program. Since the open concept encourages a fluidity in curricular matters which leads to countless adaptations and divisions during the year, the principal's educational leadership role becomes critical. He must be able to stimulate the staff and the students so that they are free to suggest and propose program changes in an effort to improve the school, yet at the right moment he must be ready to make decisions so that the discussions do not become a source of irritation and friction. The principal must be very closely attuned to the feelings of the staff. He must make special efforts to maintain a harmonious and cordial relationship since so much depends on a close cooperation between the various staff members. If staff concerns are diverted from the children and their needs and the teachers become preoccupied with their own relationships, the delicate balance necessary to carry on an open concept program is destroyed.

The daily schedule of the principal is, of course, often dictated by unexpected events; nevertheless, a certain routine has been established. The principal arrives at the building about an hour before school opens. He surveys the building, checks the heat and assists with the breadfast operation. When the children arrive he plans to be somewhere around so that he can talk to them and talk to the parents who happen to bring children to school. After the educational program begins, he tours the building and answers any queries from students or teachers that come his way. This is followed by paperwork and office problems. During noon recess he assists with lunch supervision and talks to the teachers informally. Often these discussions lead to serious planning later on. Telephone calls that have to be made in order to relay or ask for information are usually saved for the time right after lunch so that they can be made

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all at one time. If the time permits, the principal involves himself in one of the classrooms during the afternoon. After the children are dismissed he works on materials that have arrived during the day, signs forms and completes the written work that has accumulated during the day.

THE TEACHERS

The teacher's function changes considerably in an open concept setting. Much less time is taken up with giving information and more time is spent managing the educational program and the setting so that learning can occur. The teacher must be able to work cooperatively with colleagues in the building and she must be able to alter her plans in response to student needs. Her guidance function is also increased and since the teacher relinquishes some of the authoritarian control that is exercised in a conventional setting, she must spend more time in guiding and persuading the students if she is to be successful in leading them to greater achievement.

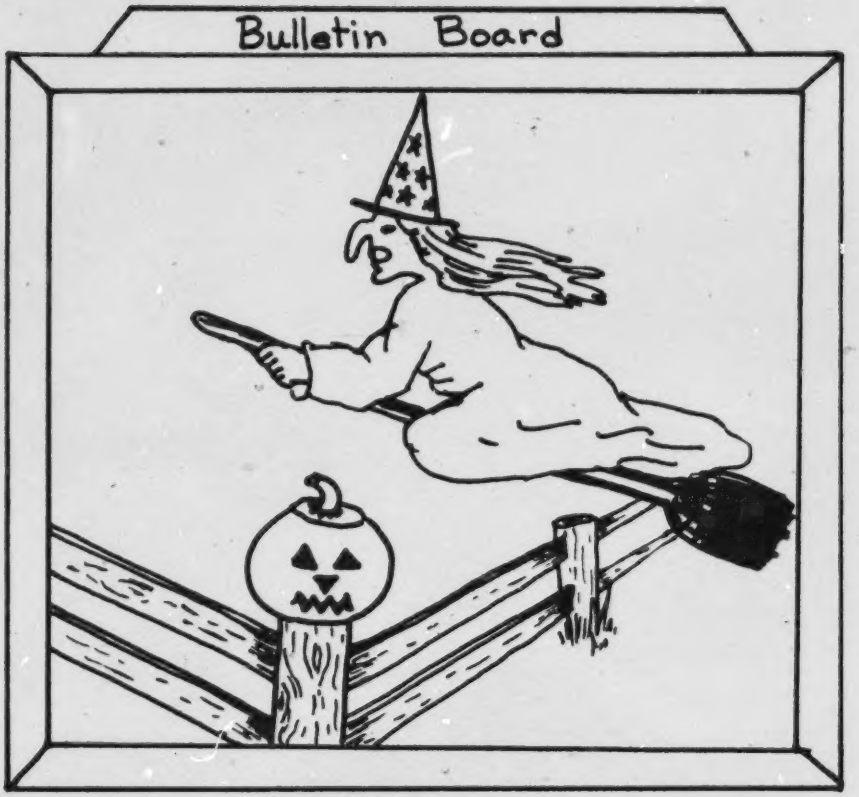
The relationship of the student to the teacher or aide is less formal than in the traditional setting. They tend to treat each other as individuals, rather than responding to the role of student or teacher. This imformality can be threatening at times.

The teacher-aide relationship is also effected by the informal setting. Communication is the key to this relationship. They discuss problems encountered and work out solutions, each from her respective position.

Since the students in her care are progressing at individual rates and since they are often not under her direct supervision, a teacher must keep voluminous records and spend much time keeping student folders up to date, for it is only by having access to this information that she can be successful in proposing courses of study to the individual. She must also communicate to other teachers what the children are doing when they are in her area of supervision during the day. Conversely, she must collect information about her charges when they are in areas supervised by another teacher. This leads to a need for a systematic exchange of information. Much of this is done through informal meetings between teachers but sometimes the communication must be reduced to writing.

Finally, the responsibility to communicate and interpret the children's progress to the parents is increased for open concept teachers. If open concept programs are to function well, the teachers must build a close and sustained relationship with the

parents of the children that are under her direct supervision. Teachers need, in addition to the formal arrangements in parent-teacher conferences and PTA meetings, to establish informal relationships through calls, visits and chats whenever the occasion presents itself. If this effort to involve parents is not planned with care and continued with considerable attention, good programs can suffer from criticism that is based on superficial observation and misunderstanding.



THE GENERAL AIDE

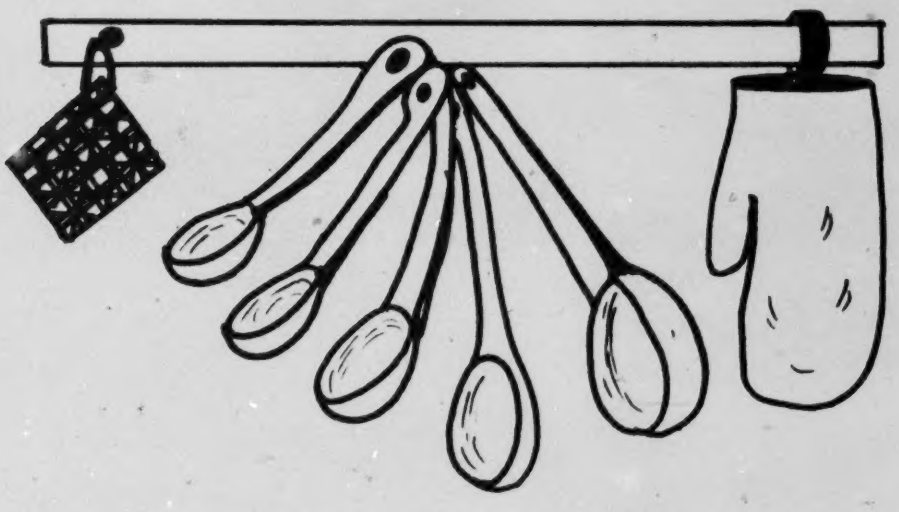
Directed by the supervisory teacher, the general aide provides supplementary assistance to the individual child or small groups of children. The aide also relies on her intuition to respond to the child's need spontaneously.

DUTIES OF AN AIDE:

1. Assist the teacher by making dittos, correcting papers or tests, and creating bulletin boards.
2. Tutor children on individual or group basis.
3. Help with discipline (help the child be responsible for his own behavior).
4. Help with lunch supervision (table manners, etc.)
5. Being partly responsible for materials needed to instruct the students.

HELPFULL ATTRIBUTES FOR AN OPEN CONCEPT AIDE:

1. Willingness to accept child for what he is
2. Patience
3. Being able to look at the student as a "total person"
4. Flexibility
5. Communicate effectively with children
6. Sense of humor
7. Try to motivate children toward independent learning



THE LAB AIDE (MATH)

Students come to the Lab on a referral basis usually for a specific area of math. Referrals are made for remediation, extra help with a new concept or for more advanced work.

The aide, under the direction of the Lab teacher, uses numerous methods and a variety of manipulative devices to introduce and reinforce new math concepts. Learning is made as "painless" and enjoyable as possible.

Work usually is corrected on the spot so the child can immediately correct errors and get additional help if necessary. The child never has to have the feeling of failure. He works at his own level and progresses when ready to master new concepts.

After his work is completed he may be allowed to play a game (often as not a math related game) of his own choosing.

The aide usually performs the following duties:

1. Assist students in all levels of math.
2. Assist on an individual or group basis.
3. Try to stimulate children to utilize newly gained math skills.
4. Work with students in other areas also if they desire help.

THE LIBRARY AIDE

The Library aide is a full-time position under the direction of a qualified library-teacher.

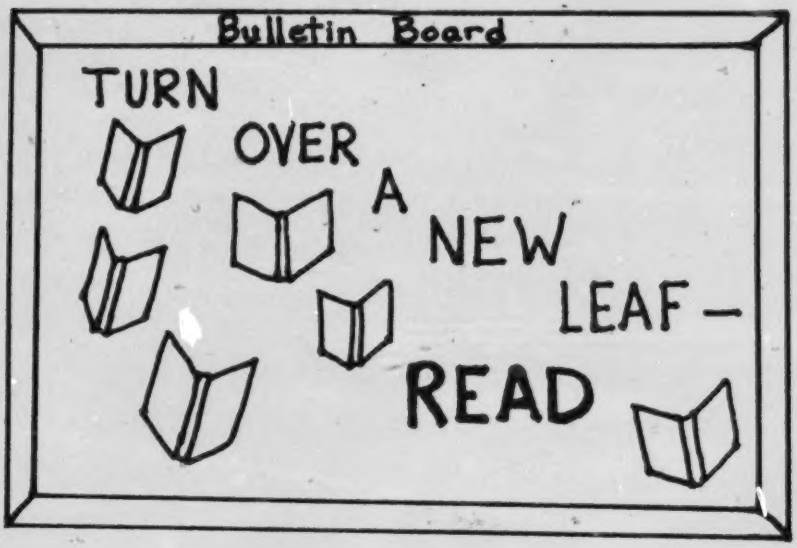
The aide guides the activity of the Library and performs the tasks necessary to keep the Library functioning smoothly.

The aide encounters children of all ages and through that contact is able to direct them to activities they are capable of performing and will enjoy. The aide encourages the child to become proficient in using the Library.

Duties of the aide include:

1. Catalog books
2. Shelve books
3. Repair books
4. Generally keep the Library in order
5. Make book displays to create interest

6. Direct children to activities
7. Assist in locating information utilizing Library materials such as: reference materials, books, records, films, pictures, etc.
8. Make up or locate Library skill activity sheets
9. Read to children individually or in groups
10. Listen to children read
11. Keep record file on the activity the child chooses each time he comes to the Library. Send a report back to the supportive teacher.



THE SECRETARY

The secretary usually starts the morning by helping students who come into the office to pay for hot lunches, or just to tell some news - like the Finlayson girls won the basketball game the night before or maybe just to say "hi."

If there are visitors, who come mainly on Thursdays, they are welcomed to the school and asked to sign the guest register.

Attendance reports are the next item to be handled on a daily basis. Both staff and student attendance must be reported. The lunch count must be figured out and given

to the cooks so they will have an idea of quantities to prepare for lunch. A daily breadfast and lunch count must be kept to be used in a monthly report. In addition to being lost, free lunches, charges etc. make lunch tickets not feasible in this setting.

In the meantime, there are usually several phone calls coming in, a few items to type up, service requests to make out, and some book or supplies order to be sent out. Interruptions are a daily occurance. Children wander in continually requesting materials, needles and thread, gym equipment, etc.

Occasionally a bloody nose or cut finger occurs which is handled in the office if it is of a very minor nature; otherwise the school nurse is called. There is nothing like a band-aid and a soothing word to make everything okay again.

Other business that may occur in a day includes incoming funds which must be entered in the proper account and a deposit make out for the bank, notes to parents typed up and duplicated to be distributed by the teachers, ordering of supplies, incoming supplies to be checked and put away, attendance report to be sent to the Attendance Director every Friday, and lunch and breakfast reports to be sent in at the end of every month.

A PARENT'S PERSPECTIVE

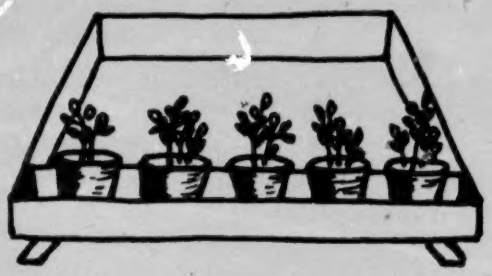
The open concept approach has provided an environment that has enabled my child to explore the many dimensions of his personality through varied experiences.

Usually cautious of new situations, he has been permitted to develop at his own pace in the open concept program. Secure in his environment, he now ventures to discover his capabilities, socially and academically, without fear of failure.

This "open" atmosphere has broadened his level of experience, making it possible for him to enter future situations with confidence. Because of the "openness" fostered by this type of program, I feel my child will face life with confidence in himself and others and with a tremendous capacity to experience all that life offers to him to its fullest measure.

A DAY IN THE LIFE OF A STUDENT

Open Concept School is somthing to exsplore.
Its realy somthing more,
Than any other school.
Its realy somthing cool.



Now come in and look around.
And listen to that supper sound.

Of all these mighty brains at work.
In the Lab popping a cork.
Mabey in the Math room.
Or in Art working with a loom.

Pre-school and kindegarden are together.
Oh are school is so much better.
Langage arts room is somthing for,

To do papers by golor.
We have 3 rooms for primary only.
But J.r. pod comes in and helps them see,
How to do problems. For example,

367 Now that you know what our schools about.
Come in, Sit down, And don't go out,
212 Without knowing what our schools about.

Jamie McConnell

Original form written by Jamie McConnell. Junior Pod student at Finlayson School.

INSERVICE TRAINING

In August, before the students returned for opening day of school, the Finlayson Staff conducted its second summer inservice training program. The project lasted three weeks.

The purpose of the inservice program was to increase the understanding of the concepts and realities of the open concept school.

During the first summer workshop, the project director and the principal determined the content of the program. At this time all project members were new and the majority of the time was spent acquainting ourselves with open concept methods. Some of the sessions consisted of the topics of interest:

Project Goals of the program
Indian Education and what we know about it
Self Defeating Behavior Workshop (conducted by Dr. James Lowe, WMU)
Resource people from other open concept projects
Tests and measurements
Curriculum-short and long range objectives
Discussion with our State consultant and State evaluator

In fact, practically all allotted time pertained to the staff seeking beginning information on what was open concept. There was not enough time allowed for the staff to prepare materials in depth. Most of the material established were utilized by the students in a very short time. So the theme was established for the next year inservice "workshop". The program for the summer of 1972 was one of "learning by doing". The staff assisted in designing the theme to a setting that would broaden and explore types of situations that were encountered during the course of the first year's operation. It was also decided to reserve time for teachers to work on materials and create plans and set up their rooms.

A brief synopsis of 1972 program is as follows:

Week I

Where are we going this year
Establishing objectives
Review of last year's strengths and weaknesses
Piaget's beliefs
Discussion with program evaluator
Management by objectives

Week II

Utilization of space
Professional library
Community relationship
Work on rooms, create plans and materials

Week III

Indian awareness
Work on rooms, create plans and materials

The staff and central administration, local community members confined themselves to serving as resource personnel to themselves.

Curriculum: Affective

STUDENT BEHAVIOR

Most children can accept the responsibility to move from place to place without conflict but the openness of the program provides opportunities for tempers to flare up. Groups can gather without any difficulty and arguments sometimes lead to fights. Many of these conflicts occur within families between siblings. It usually turns out to be some problem that began at home and was carried to school.

For the most part the problems are handled in the homeroom or during a pupil-teacher conference if it is an individual problem. The constant contact of students and teachers helps to air problems and put dampers on potential outbreaks of disruptive behavior.

If the problems are mainly between family members, then families or parents are contacted to see if the problem can be solved or worked out. Occasionally, if it appears that a family conflict situation in the home is severe, teachers try to deal with the children themselves. Often the children don't know the basis for the conflict, they are told only that they are not supposed to like certain schoolmates.

In rare cases children have been told that the school has been made into a very nice place to be with lots of things to do and with many choices one can make. But if they abuse the hospitality of the school repeatedly, they can go home and come back when they are ready to participate in school life and control their behavior in a manner that benefits themselves and others.

When a suspension does occur it is first carefully discussed with the parents, including the length of suspension.

It is estimated that about 10% of the students exhibit deficiencies in behavior serious enough to cause concern and intervention.

Behavior Problems Encountered in Open School:

1. not working
2. avoiding work that is disliked or needed to improve a deficiency
3. evading confrontation by being quiet
4. roaming at will without commitment
5. disrespectful behavior

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STUDENT-TEACHER CONFERENCES

The student-teacher conference is one of the methods the teacher utilizes to assist the student's process of value formation and to evaluate individual progress and achievement.

Student-teacher conferences are comprised of:

1. A fifteen-minute period with a child every 8 days (approximately).
2. A time when the teacher may direct a child to a subject area the child may be neglecting.
3. A time when a teacher and student may work on a time schedule for the child.
4. A time when the skills booklet may be brought up to date.

Most of all, the student-teacher conference builds a close working student-teacher relationship.

HOMEROOM

Homeroom is the student's home base, a place to call his own, a place to keep his personal belongings. Homeroom is a group of randomly selected students assigned to a supportive teacher for the purpose of guidance, diagnostic work, and for monitoring the individual student's progress. The supportive teacher keeps a continuous file on each student and is responsible for reporting to the student's parents concerning his progress.

Homeroom is also a time for discussion. Homeroom time first thing in the morning is used to discuss the expectations for the day and to make individual student assignments. Homeroom time right after lunch is a time for settling. This half hour is used to discuss feelings and problems and occasionally to plan special activities such as organizing a bake sale to buy a new gerbil cage or arranging a pizza party for Christmas.

Curriculum: Cognitive and Psychomotor

LANGUAGE ARTS - PRE-SCHOOL

Children must be provided with varied educational opportunities as a basis for language development. When a child has the need to express himself and feels free to do so, he should be encouraged to engage in extended forms of verbal communications. Language training encouraging the child to express hilself is stressed throughout our program. However, due to the varied levels of abilities and experiences of our children, some may be writing stories while others are just beginning to communicate verbally. This span of abilities necessitates numerous learning stations and materials.

In our stations we employ multi-sensory reinforcement whenever possible. Listening stations are very popular-many of the tapes and records have accompanying books, worksheets, or filmstrips. The children have access to letters and numbers cut from various materials, such as; wood, plastic (hard and soft), and rubber-some of which are smooth on one side and rough on the other. These may be used with many teacher-made games or activities devised by the children.

We have developed a reading-coloring book which has proven quite successful. With it the children are able to learn to read the color names as well as develop a small basic sight vocabulary without the assistance of a teacher. We are constantly trying to develop work areas that the children can use independently.

Some activities do require direct teacher involvement, such as Alpha, listening to children read, reading stories to children, and visual perception materials (e.g. Frostig). However, we do have a willing supply of teachers throughout the school. A boy from the junior pod may be reading to a group in one corner of the room, while another may be reading and rocking a little 3 year old in our big rocker, and still another group happily engaged in a rhyming game led by an older girl. We also have some good little teachers among our pre-schoolers. The primary pod children often delight us with a play they've created-which usually leads to some entertaining productions by our little ones.

LANGUAGE ARTS - PRIMARY POD

There are two areas for all the communication skills. The Primary Pod is used by all the lower elementary children and also those from the upper elementary group who have need of the skills provided. In this area you will find various basal texts, children's books (some from home), easy to read books, Childcraft books, workbooks, city and

school library books, comics, dictionaries, reference books, folders and files of many skill worksheets such as syllables, homonyms, contractions, base words, etc.

There are also games, commercial and teacher-made, to encompass such concepts as how to learn the ABC's, sounds of consonants, vowels, rhymes, readiness skills, classification and numerous others.

Materials and equipment to present reading, manual and creative writing, as well as language usage include tapes, records, filmstrips, posters, projectors, and innumerable other gadgets plus interest and work centers.

A great share of our materials are teacher-made for an individual or for teaching a particular concept. Example: To learn the ABC's, to write them, recite them and to know their sounds, thirty tasks are set up in a sequential pattern some of which include: an alphabet hopscotch, dice, falshcards, teacher-made booklets, charts, dinosaur game, dittos, commercial booklets, child-made booklets.

In the language arts area many activities take place at the same time. A visitor might find that simultaneously a filmstrip is being previewed, a listening station with Bill Martin tapes and books is crowded, some older boys are looking at comics on the rug, a few are turning pages in a new library book, one child may be opening a sound jar, another hooking fish with a magnet (each fish containing one of the Fry's 100 most used words), 3 or 4 are coloring dittos on sounds and rhymes, and a few are copying a poem. Others are just coming in to look around.

In addition to the individual and group work that is self-initiated and self-paced by students, several different group activities occur on a regularly scheduled basis. Alpha I, a phonics based beginning reading program, and Distar Reading and Language, two relatively structured programs, are offered in this manner.

LANGUAGE ARTS - JUNIOR POD

The goal of any language arts program is to improve the reading, writing, listening and spelling performance of the students. To achieve this goal in an open concept setting, it must be realized that not all of the students are reading and comprehending at the same level. Therefore, the units of work must span many grade levels and the teacher must be very patient with those having difficulty. The teacher is this area has the responsibility to set up the materials, interest the students in this area, and help those having problems.

The following is a list of some of the materials used in this area:

A. Spelling

1. individual spelling workbooks
2. Probe-a word game
3. Scrabble
4. crossword puzzles

B. Reading

1. reading groups
2. library
3. story time
4. Arrow Book Club
5. SRA Reading Kit
6. Distar Reading and Language
7. Barnell-Loft Skills Books
8. filmstrips
9. work contracts
10. ditto sheets

C. Writing

1. pen pals from Kentucky
2. many different types of papers on capitalization and sentence structure
3. reactions to stories or films
4. expressions of feeling
5. descriptions of science experiments
6. poetry

D. Listening

1. filmstrips and records
2. cassette tapes of stories with questions

Part of the success of any type of program in an open concept school is based on the expectation that the student can check his own work or get immediate feedback to whether he was right or wrong. As a result, considerable time is spent correcting papers. One of the problems found to be difficult to overcome is the tendency of children doing work and not understanding what they have done.

MATH - PRE-SCHOOL

We have designed our program to develop understanding of fundamental mathematical concepts, such as equivalent-greater than-less than, shapes recognition, size gradation, and weight. The children become familiar with measurement devices, such as clocks, calendar, and thermometers. One objective is to have a child acquire the ability to count and use numbers to represent quantity. Some in the group may not yet understand the concept of one while others have already mastered additions and subtractions facts.

Due to the openness of our program children are free to investigate and use numerous mathematical materials. This exploration is limited only by the teachers ability to provide unique materials and meaningful activities. We do have many manipulative devices available through which children often create their own activities-some of which wouldn't be necessarily considered mathematically enriching.

Whenever possible we use a multi-sensory approach in designing work stations and materials, such as number posters with numbers and shapes made of cloth scraps and feely booklets. Numbers cut from various materials provide unlimited opportunity for multi-sensory reinforcement. Some of the most frequently used materials are Arithmablocks, number dominoes, manipulative books, pegboards and large plastic pegs. Cooking and baking are always popular activities which necessitate measuring and counting activities.

MATHEMATICS - PRIMARY POD

Math is particularly adaptable to the open school. Instead of one program and one textbook, various textbooks, workbooks and reference books are available and used in math activities. Practice of various operations is often done with ditto sheets. Great stress is put on the availability of manipulative devices to help the children understand the various mathematical functions. Dominoes, dice, Cuisennaire Rods, Soma Cubes, Hundreds Cubes, Attribute Blocks, felt figures, magnetic numbers and Geo-Boards have added dimensions and concreteness to mathematics instruction. Scales, measures for temperature, volume and length are also indispensable for formulating concepts of measurement. Actual experiments are carried out to develop these concepts such as staking out the measurements of the Mayflower, then filling the area with students. Other activities include setting up a grocery store and bank and a variety of games designed to encourage mathematical development.

The math area also contains a number of audio-visual aids. Cassettes, records and filmstrips are frequently used by the children. The walls themselves contain a number of charts and tables for easy reference. Multiplication tables, addition tables, measurement tables, number lines and others help make the students aware that reference materials can be used in solving mathematical problems. Group instruction, utilizing the Distar Math program, supplement the individualized programs. With all its diversity, the math program is carefully constructed to meet pre-established performance objectives. The achievement of these objectives is recorded and provides invaluable feedback to the teachers in their development of the math curriculum.

MATHEMATICS - JUNIOR POD

The basic math program in effect in the Primary math area is carried on and expanded through the junior pod. The math program is based on the premise that math concepts and principles discovered through activities which include manipulation are more likely to be understood and remembered by the children. This means that the math program needs a wealth of materials and activities. Some of the activities carried out recently include setting up a grocery store or a bank, building of geometric figures, the use of rulers and yardsticks to measure the length and width of the gym, baking a cake and measuring all ingredients, the use of balance scales to learn addition and subtraction, and the use of bottle caps to learn about multiplication.

New math concepts are generally presented in small group sessions, then plans are made to explore the new ideas through individual and group activities. A regualrly scheduled group session of Distar Math, a highly structured, sequential math program, is presented to those students who have elected this method to acquire math skills. If a student has a special problem in math, he can be referred to the Lab for individual help. Individual attention is also given to the students when they request assistance or when the teacher observes that a student has experienced difficulties in mastering a concept.

The teachers are constantly on the alert to collect new materials and new applications for materials already available. In addition to a number of manipulative devises, the math area also contains boxes labeled multiplication, division, fractions, probability, or geometry which hold work papers for the students to choose from.

SCIENCE

Science is approached with the premise that the formation of a scientific attitude toward the exploration of man's environment is of primary importance. All students should be able to carry out a disciplined inquiry into unfamiliar occurrences and they should have the ability to reach some valid conclusions from their observation. In accordance with this principle, the science area contains various materials necessary to carry out experiments with worksheets and suggestions for exploratory activities. The experiments and worksheets involve most scientific disciplines. Interest has been especially high in biology, chemistry, electricity, simple machines, astronomy and magnetism. The materials covering these subject matter areas are arranged in boxes throughout the room. As in other curriculum areas, a variety of activities are apt to be going on at the same time. An observer may see children reading from Reader's Digest Science Readers, research being carried out by a group of students, a science game in progress, a display being set up, a field trip being planned, an experiment in progress, or a project planning session with a teacher and several students.

SOCIAL STUDIES - PRE-SCHOOL

Our Social Studies program is based on the need of the child to become better acquainted with his world and the people who live in it. We use a multifaceted presentation of discussions, pictures, filmstrips, and books. Above all, we encourage role-playing. Our dress-up box is filled with many costumes for the children to play act with.

Of primary concern to the child is his immediate environment. We begin by exploring the family and the school. Our emphasis is on helping the child define what roles his parents, teachers, brothers, and sisters and finally what role he himself plays. We then try to broaden this awareness by including the immediate community. Our unit is based on the "Special Helpers" or service occupations and how they help us.

Holidays or special calendar events give us an opportunity to give the children a yearly time sequence to hang on to. Halloween, Thanksgiving, Christmas, New Years, Washington and Lincoln's birthday, Valentines Day, and Easter are all days which we pay special attention to and prepare for.

Finally the preschool is able to participate with the rest of the school in preparing for units on other countries. So far we have celebrated a Mexican Fiesta where the children make their own costumes and broke a Pinata. We also had a Polish Mardigra and a Swiss Spring Celebration. Participation in these activities help the children feel as if they are an integral part of the whole school setting.

SOCIAL STUDIES - PRIMARY POD

Although our social studies is activity oriented, an effort is made to include all the major concepts. Slowly an idea, question, or observation leads to another and a study is underway. Because of the large Indian population in this setting cultures and customs of the Indians are stressed and used as a background to study other people. This led to units on Hawaii, Japan, Africa, Mexico and ended up with the study of Michigan, which of course included Indians again. This year the work conters on the U.S.A. and will feature Alaska and the Eskimo culture, concluding with our neighbors in Canada and the Indian groups there.

Each unit is started in a variety of ways but an effort is made to ask some leading questions which will tend to involve the majority of the students. The question could be simple such as, "What are the Japanese people like?". This may be on the bulletin board in the room, on a blackboard, or on a piece of ditto paper requesting a response. After completion of each unit, a follow up is done to see how many ideas and misconceptions were changed.

The social studies activities are planned to immerse the students into the culture and the area to be explored so that they gain a feeling for the lives of the people as well as a basic knowledge about the forces shaping culture. In the study of Hawaii for instance, the children made grass skirts with craft paper, flowers from kleenex, and leis from crepe paper. Hawaiian music played in the background made them feel part of the culture as they worked. They learned songs and dances, wrote myths and legends, learned some Hawaiian words, they constructed a volcano which erupted daily, and made vegetation, location and resource maps. The windup was a luau with parents participating. Hawaiian staples used at the feast were a valuable instructional device since many of these children had never seen or eaten a fresh coconut, pineapple, or dates.

Listed below are seven areas that were included in the study of each unit.

ECONOMICS

1. Studies about the use of resources by people of other cultures.
2. At the end of the year a carnival was staged and fully planned by the children. They had a limited experience being producers of services as well as being consumers.

POLITICAL SCIENCE

1. Discussion of rules for home and school games
2. Tribal laws
3. Regional laws
4. Current affairs using the city newspaper that is donated daily to the school
5. This November the children set up the voting booths.

GEOGRAPHY

1. The making of simple neighborhood maps
2. Maps of the various countries studied, including relief maps
3. Maps to show climate, vegetation and animal life
4. Studies of latitude, longitude, equator, etc.

HISTORY

1. Collection of a family book which incorporated all the facts of social studies
2. Reading, taping and writing of myths, legends, and folklore
3. Establishing time lines
4. Studies of holidays in all areas of the world
5. Studies of the history of our state
6. Exploration of the historical aspects of the Indians

ANTHROPOLOGY

1. Through the discussions, books, films, and pictures an understanding was gained how individuals resembled each other and how they differed from each other.
2. Through pictures, other races were named and their characteristics were identified.
3. Study of some of the customs of the people in the various units.

SOCIOLOGY

Through art work and discussions in groups, the way we learn from each other, from the family, and from the school was explored and later expanded into observations about the impact of the large community on learning. Discussions about the way people work in groups resulted in considerable group interaction. This is considered to be a successful experience since most of the children do not like to participate in a group effort.

PSYCHOLOGY

During supportive time teachers try to emphasize human relationships, cooperation, rights of others, values, starting with the self at home and school. During the units, there is much role playing. Some of the older children did a behavioral science experiment with goldfish under a controlled situation in the lab area.

This type of approach to social studies calls for an adequate supply of both commercial and teacher and child-made materials. The room must be organized in such a way as to permit as much freedom as possible for the various activities. The planning for each unit is very important and takes a lot of extra time. Roving art and music teachers are very helpful here. The grouping of students generally is highly voluntary and at any time one may find children from ages 6 to 14 working and dancing side by side.

In our social studies area you can find:

maps	globes
posters	library books
pictures	reference books
filmstrips	folklore
projectors	time lines
records	toys
mock-ups of villages and houses	dolls and games

artifacts of the people studied

and various other arts and crafts and visual aids to assist in presenting the culture and peoples being studied.

SOCIAL STUDIES - JUNIOR POD

To better understand oneself and his own culture, the social studies approach at Finlayson was to take an in-depth look at the Indian and foreign cultures. The activities that developed throughout the units were ones that any student, regardless of age, could participate in. The most successful activities were the ones where the student could learn dances, make native costumes, build homes, sample food, draw pictures and maps of the countries and cultures we were considering. Our units covered these areas:

a. The American Indians (Chippewas)
b. The Hawaiians
c. The Japanese
d. The Africans
e. The people and history of Michigan

This year the social studies program has concentrated on:

a. map skills
b. the United States
c. United States Government
d. Mexico
e. The countries of Europe

We feel that the social studies program should be seeing, doing, and creating rather than exclusively garnering knowledge through books.

ART

The roving art teacher tries to fit her knowledge and abilities into the open concept situation by providing challenging, interesting, exciting and meaningful art experiences. That means blending what children should learn about art with what they are doing in other areas of their school day, and with activities that are of interest and value to them. Children are introduced to a variety of media and techniques they can use both in and out of school. Art experiences are structured to help develop motor skills and coordination, to help students learn to share and care for materials, and to provide a means of self-expression.

MUSIC

Music at Finlayson consists of two major areas: instrumental music and vocal music. For the instrumental music program band and guitar lessons are offered. There are eleven children enrolled in band (drum lessons included) and four children in guitar. The Belwin Band Builder is used as a method book. The guitar students learn chords from popular folk songs.

The vocal music program is divided into three areas: Pre-school, Primary, and Junior. The curriculum is based on the material contained in the music series "Making Music Your Own" by Silver Burdett. The music is selected for tone bells and rhythm instruments are available as well as a stereo which was purchased to play the records that accompany the music series. In addition to the formal developmental program, there is a "Song Fest" period where the children may gather to sing popular folk songs from a book that was compiled by the music teacher.

The major objective of the music program is to give a developmental approach to music concepts. This approach includes rhythm games, rhythm work with drums, the learning of solfeggio which leads to the internalization of the movable "do" scale, and dancing.

One of the pitfalls is that not all of the students are exposed to an equal amount of instruction due to the nature of the program which allows the students the freedom of choice. The strongest point is the time and opportunity for creative performance on the part of the students which is not available in a traditional school.

PHYSICAL EDUCATION

Physical Plant: Listed below are the areas and equipment which are available for the physical education classes.

1. Gymnasium (which also doubles as the cafeteria)
2. Large blacktop area, including basketball stands
3. Volleyball net and standard
4. One tumbling mat
5. Balance beam
6. Ball (ten balls, various sizes)
7. Equipment can be requisitioned as needed from Central Equipment Center at Malcolm School

The class grouping in the open school setting is as follows:

1. Pre-School (ages 3-5)
2. Primary girls (grades 1-3)
3. Primary boys (grades 1-3)
4. Junior girls (grades 4-6)
5. Junior boys (grades 4-6)

The pre-school classes are based primarily on Movement Education developed by Glenn Firchner, Jean Cunningham, and Eileen Warrell. Also, low organized games are being introduced slowly. Whenever needed individual approaches are used to correct problems. For instance, in this class one student was given a gross motor skill test because he was having learning difficulties. Since the child motor skill level could be diagnosed, the teacher and the gym instructor set up a program for the individual student based on his needs.

The next grouping involves the primary boys and primary girls. The program being instituted with this group is based on the Movement Education concepts mentioned earlier. This Movement Education approach to physical education is conductive to the individualized method so important to the open school concept.

The primary groups have physical education scheduled twice a week for both groups. One of the periods is used for Movement Education and the other period is used for more traditional types of physical education. The latter includes mass games and team games.

The last grouping are the junior boys and girls. Again classes are segregated with the junior boys receiving two hours of physical education per week and the girls receiving one and one-half hours.

Half of the time spent in the gymnasium is dedicated to the Developmental Movement Concept and the other half to the traditional games which include such sports as volleyball, basketball, dodgeball, etc.

Physical education classes should develop social awareness in each child and help him adapt to group situations. This is being accomplished to a certain degree with the upper pod.

Physical education is undergoing questioning and reassessment as are other subjects in education. Movement Education is a result of this critical analysis. This method is an individual approach or system of teaching children to become aware of their physical abilities and to use them effectively in their daily activities involving play, work and creative expression. Movement Education incorporated the natural inclination of children such as their desire to move freely and be creative. Through the medium of gymnastics using small equipment, a child learns basic movement skills which are appropriate to his physical maturity and general readiness.

The problems that have been encountered in the open school concept for physical education can be numerous. The biggest difficulty is the adjustment that is demanded of a roving teacher who spends the first part of the week in a traditional school setting where school halls are quiet and the students are more confined and who works the rest of the time in a program where different conditions prevail.

The lack of equipment necessary to implement planned programs and the lack of available student time for physical education also limits activities.

Storage of equipment can be a problem in the open school because it seems that every part of the building is used by students, teachers and teacher aides.

One major difficulty is inherent in the multi-age groupings. Both in the primary and junior pods the younger children are not always able to assert themselves, especially during the more traditional type of physical education where the older children seem to dominate the game situations.

However, despite all the problems, working in the open school has been very rewarding. Particularly enjoyable is the close contact with the children. They approach the teacher readily and express their feelings without too much hesitation.

The open school is a tremendous challenge to the teacher. Since each child has the choice of attending his class, it is necessary that he meets the individual child's needs and abilities.

Curriculum: Other Concerns

WORLD OF WORK

The first introduction to the world of work in the Primary Pod took the form of trying on hats. An extra large mirror was moved into the room. Many hats representing various occupations were assembled. The youngsters took turns trying on hats and looking in the mirror so that they could imagine themselves as: a fireman, a policeman, a farmer, a baseball player, a football player, a soldier, a sailor, a nurse, a waitress, a telephone operator, or a majorette.

Several field trips are taken to see how different people earn their living. Some of the places visited were the telephone company, the bank, the library, the fire station, a farm, the post office, the police station, a dairy, the weather station, the newspaper and the Soo Locks.

Within out room a play store and a bank are set up. The children also play school within the school. Most of the children have the opportunity to cook in the Lab. They also sew and do some woodworking. Periodically the telephone company loans a set of phones connected by an operator's panel to the school. This set is used to teach proper use of the phone and also serves as an introduction to discussions of occupations in the communications industry.

The possibilities of occupations in many other fields are discussed in relation to social studies groups.

A wealth of "I Wand To Be" type books are available in the room and in the Library of our building. Resource books are abtained on loan from the Elementary School Library, the City Library and the Intermediate Library. Filmstrips and movies as well as ditto sheets on various occupations are also used to introduce the world of work to the children.

The older students continue career exploration through study groups and projects centered around occupational skills. A group may be formed to study a particular job. For example, clerical work. Perhaps folders may be made and a resource person contacted to speak to the group. An example of an occupational skills based activity is the cooking and baking done in the science lab. This started from a simple experiment of a ladle filled with batter and cooked over a candle and has lead to the cooking of full meals from donated surplus food. Part of this activity is integrated into social studies when foods from other cultures are prepared.

Art classes introduced beadwork, knitting and macrame which continue to be carried on. The 4-H wookworking and sewing also provided introductions to

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occupational skills. The school operation itself provides a work laboratory.

The breakfast and lunch programs require student help for serving and clean-up. The office at noon time is run by students who take messages and run errands. Finally, someone is always willing to assist the custodian with his many chores.

MANIPULATIVE DEVICES

Many manipulative devices are not only desirable but essential in the success of an open school. Traditionally these items are used generally in pre-school and kindergarten; however, in an open school manipulative devices are part of the activities at all levels, so perhaps it is in the upper grades where their use in an open setting is in contrast with the traditional school.

Manipulative objects take many forms. Games of all kinds are perhaps the most easily recognizeable and they are everywhere since motivation seems to be built into games. It is true some games are played by listening and seeing but most of them also use the movement of playing pieces.

Some of the best devices are homemade. Some teachers are perhaps more clever at dreaming these up than others but suggestions for innovative materials abound in educational magazines, textbooks, teacher's guides and other publications.

A partial list of manipulative devices includes building blocks of all kinds such as dominoes, tinker toys, Lincoln logs, bricks, even Cuisennaire Rods, Soma cube and Attribute blocks.

Audiovisual materials consist of filmstrips, records, flash cards, cassettes that match books, and cassettes that match workbooks. These are all planned so that they might be used by the students without too much help from the teacher.

Arithmetic is much better understood if concepts can be demonstrated by the use of objects such as a large training clock, various abacuses, counter measures for length, volume and weight, Geoboards and Technovations.

Science in the open school is largely taught by experiments and through the use of thermometers, simple machines, electrical gadgets and different models.

The list of manipulative devices is limited only by imagination. In the open school they are indispensable for a sound educational approach.

HEALTH SERVICE

Health is a primary objective of modern education. Physical and mental defects or disabilities, communicable disease, poor nutrition, and a child's general health may interfere with learning. In all its efforts, the school must consider the total personality of each child and the mutual interdependence of physical, social and emotional health.

In planning the health program the school nurse works as a health consultant, and acts as a connecting link between the school and parents, physicians, and community health agencies.

The school nurse visits each school weekly on a regularly scheduled day. She is also "on call" during any school day for emergencies and accidents. At the beginning of each school year, a "mini-physical" is conducted on each child: height, weight, dental assessment, skin problems, hair and scalp check, as well as mouth and throat inspections. Also, all children new to Michigan schools, including pre-school and kindergarteners, must be evaluated concerning Michigan State requirements in regard to immunizations and eye examinations. Personal and family health histories are obtained and the permanent school health record is begun which will follow him through all his school years until graduation.

Teacher-nurse conferences are especially helpful to the school nurse. The classroom teachers are alert to problems that can be called to her attention for evaluation and needed action.

It is not the prime duty of the school nurse to apply each band-aid to the school child, but rather to aid, through consultation and supervision, his continuing and long range health picture:

1. She assists children and teachers in understanding various health problems in order to maintain a healthy atmosphere in the classroom.
2. She coordinates the keeping of accurate and up-to-date health records of all students for readily available reference.
3. She implements the proper first-aid facilities, supplies and materials to each school to take care of minor problems of health as they arise within the building.
4. The nurse makes home calls when necessary so that satisfactory solutions of health referrals and recommendations including follow-up of vision and hearing screenings, immunizations, and physical restrictions of school activity can be explained to parents.
5. The nurse is allowed to make nursing judgements concerning minor health and hygiene problems of the school child, and where necessary, encourage the parents to seek the medical attention and advice of the family doctor.
6. The school nurse coordinated the visual and hearing screenings conducted each year in the schools in accordance with standards recommended by the Michigan Department of Health. Parents of those failing to pass the tests are notified and it is recommended that the child be given further examination by his physician. The principal and teachers are informed of any special recommendations by the physician as to special seating in the classroom, the need for eyeglasses or hearing aids, or in the case of handicapped children, any special recommendations regarding physical activities in school. If a child must take a medication during school hours, the school nurse obtains written instructions from the physician as well as written permission from the parent allowing school personnel to administer the medication at the specified time.
7. She aids in securing financial help for indigent families for eyeglasses, clothing, shoes, dental care or physical examinations through social agencies, or special school funds.

8. Working closely with local County Health Departments, she is able to act as liason between the home and school, calling attention to the possible outbreaks of communicable disease, latest directives concerning immunizations, directing students and parents to take advantage of free otological, cardiac, diabetic, and plastic clinics held throughout the school year.
9. Counseling students in matters of personal health, personal hygiene, dental care, guarding against upper respiratory infections, home and environmental health problems are of daily concern to the school nurse.

Therefore, the school's philosophy regarding health is of prime importance in all ways, to aid the child, his family and the community to practice good health habits in order to enjoy a satisfying life.

TESTING

Evaluation procedures require administering a variety of tests (achievement, I.Q., motor skill, etc.) to the student body.

The administration of these tests presents unique problems in the open concept program. The traditional mode of testing places the open concept student in an unnatural setting. Accustomed to free speech and movement, he must for a specified time remain in one place, quietly. If one teacher administers the test to an entire grade, the teacher involved may be relatively unknown to some students, thus enhancing the strangeness of the situation for both student and teacher.

To overcome these difficulties, each supportive teacher tested her own group, one grade at a time.

Other suggestions are to make wider use of multiple-choice activities, similar to the type given on standardized tests. Listening skills should also be developed since the validity of the tests depends somewhat on the child understanding and being able to carry out the directions given.

Paraprofessionals are utilized in the correction of the tests, preparing class analysis sheets, and keeping accumulative records.

Curriculum: Auxiliary Personnel

REMEDIAL PROGRAMS

Several remedial programs are available to students in the open concept school through the assistance of Federal compensatory education funds. These programs provide valuable assistance to children who exhibit needs requiring special services usually not available in a regular school program. In addition, processes and techniques helpful when dealing with children who have learning disabilities demonstrated by the personnel working in the compensatory programs and often are picked up by the teachers in the building and incorporated into the regular program. For this reason, short descriptions of these services are included here.

TITLE I ROVING MATH TEACHER

The roving Title I math teacher works individually with eleven children in the open concept school. This entails playing math games and doing work sheets designed to strengthen individual weaknesses. Each child has been tested and drills to improve discovered weaknesses in skills are used. A student who is lacking the ability to add cannot be expected to be proficient in multiplication. The math teacher attempts to backtrack and strengthen the deficient skill which will allow him to attack more difficult problems.

HOME SCHOOL AGENT

The goal in this program is to produce linkage between school and home. The home school agent works with the child, his teachers, and his parents. Some types of problems encountered are: problems with studies in the classroom, social problems, discipline, attitude and tardiness. Work with the child is done on an individual basis. A key part of the program are visits with the parents. Often parents are encouraged to attend conferences with the teacher.

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TITLE I READING SKILLS

The Title I Reading Program is offered by a teacher aide who is trained and supervised by a reading consultant. There are 18-20 students in the program who work wholly on a one-to-one basis, one half hour at a time, two to three times a week.

The children chosen for Title I are economically deprived and handicapped readers. They are given informal diagnostic tests by the aide to determine the disability level. Standardized tests are given by the Reading Consultant. A multi-sensory approach is used in helping the children in their learning experiences and many types of materials are available.

A continuous evaluation is kept for these children so they are scheduled in accordance with their ability. The Gray Oral Paragraph Check Test is used periodically for this purpose.

The aides meet with the Reading Consultant periodically for continuous in-service training and discussions of any problems encountered with the children.

One problem with Title I in the open concept program is getting the students to come regularly for the one-half hour tutorials. The problem is more noticable with the upper elementary children, maybe because they are more independent or involved in what they are doing. To help solve this particular problem the aide and supportive teacher must work hand in hand.

Objectives for Title I:

1. Determine disability level.
2. Plan instructional techniques.
3. Make tenative assessment of possible growth in eliminating disabilities.
4. Keep all instruction programmed at and immediately above the disability level in order to insure continuous success.

TITLE I MOTOR SKILLS

The motor skills program is designed to help selected students who have reading and other learning problems. These students have difficulty interpreting the signals which

they receive through their various senses.

In this program they are given various motor-sensory exercises and activities which strengthen muscle coordination and help the students to become more aware of their bodies and their surroundings and the relationship between the two.

Motor-sensory activities combine the use of muscles, nerves and senses. Improvement in the motor area is believed to improve the sensory area and therefore help the child to comprehend signals and give correct responses.

SCHOOL LUNCH AND BREAKFAST PROGRAM

The school day begins with a free breakfast for those children who wish to participate.

Many of the children must ride a school bus for an hour and a half to reach school. Others within the school area must walk a long way from home, often without the availability of an adequate breakfast before coming to school. Since it is difficult for a hungry student to participate in a school program, breakfast is being served at school.

The State of Michigan, through the school lunch program, provides the funds so that needy children can receive a free breakfast. The money allotted does not provide eggs and bacon but a nutritious meal of juice, cereal and milk is offered at the start of the day sufficient to carry the participants over until lunch.

The breakfast program must have volunteer help in order to succeed. In addition to the food cost the money received is insufficient for the employment of supervisory or cook help. The teachers and aides volunteer their time before school starts and take turns to set up the breakfast program.

The noon school lunch program is basically the same as all of the programs within the State. Student help in the lunch program is encouraged because of its value as an introduction to food service occupations. The students assist the cooks in the serving line and they clean the tables and floors after lunch. The children are eager to participate in this program.

TITLE I SCHOOL NURSE

The primary function of the Title I School Nurse is to work with children of low income families in the area of health. Participating individuals are recommended by the regular school nurse, the principals, teachers, guidance councelors, and personnel working in various compensatory programs.

The Title I nurse works with children referred for her help by means of individual consultations with the children, their teachers, and their parents in an effort to alleviate and correct health and hygiene problems. She will work for the correction of health impairments involving vision, hearing, dental care, and improvement of personal hygiene and deportment. She will give instructions in basic health care including nutrition, dental and personal hygiene.

When a child is referred to the nurse for health needs, she checks the youngster for any apparent health problem, particularly the ears and the neck. The child is checked for color, skin turgor and development for evidence of malnutrition. His gait and posture are measured for improper growth and development. He is also checked for evidence of child abuse. Children are also referred for burns, lacerations and abrasions.

In the dental category children are examined for evidence of poor dental hygiene and cavities. If the child's teeth appear to need dental attention, the parent is referred to the proper agency that can offer financial aid.

Children are also referred for behavioral problems as well as emotional problems. The nurse works with parents in finding solutions to the various problems.

In the area of personal hygiene the nurse gives the children instruction in this area and tactfully explains the importance of good grooming for the children's social well being.

PLAY THERAPY

One of the services offered to Finlayson includes play therapy contacts with individual students. Play therapy is a type of counseling where a child can act out his feelings and difficulties, in school, home, with himself or with others. The child is free to play with the toys in his own manner in an accepting environment. He is given the chance to make decisions on his own and be recognized as a person not "just a child."

Presently individual play sessions are running with one child and in the future we hope to increase the number to five. An important part of play therapy in the schools, entails observing the child in the classroom. Perceiving what behavioral characteristics are present and how he interacts or fails to, with others is an indication of problems he will exhibit in the play contacts.

Existance in a group is a necessary and essential part of school and at the same time children have the most difficulty with group living. A few may get along, others may avoid the group by isolating themselves, and some may try to control the group as a total leader. Working and cooperating in a group has to be taught just as scholastic skills are learned. Presently, work with a classroom group takes place at Finlayson in this vein.

The stability of this group is significant in developing cohesiveness and strengthening group life. To maintain this consistency, the same members participate every week at the same time and in the same place. Exercises in the form of games are practiced which introduce the skills in group living. Also the child has a chance to become aware that his classmates are individuals too. Simultaneously, techniques are used to help the child learn more about himself as a unique individual who is different and also the same as his other classmates.

After the group session conferences with the teachers are held to discuss the group. These conferences are important for training and mutual exchange of ideas.

The main objective in providing counseling services is to develop a relationship through a child's field of interest and service the child in the most effective and appropriate manner.

EVALUATION PROCEDURES

In this era of accountability, an evaluation requisite is a list of skill objectives which indicate student performance competence in various subject matter areas.

The assignment of students to an experimental "open concept" program should be done on a random basis to facilitate statistical analysis of the influence of the "open concept" environment on achievement and other factors. However, in most school districts, this is an impossibility. Hence care should be exercised in the selection of statistical procedures to be used.

Evaluation of the program should be differentiated into three areas: parents, students, and teachers. Questionnaires seeking parental views on the impact of "open concept" programs are appropriate, for they are a barometer of the level of acceptance of the program and an indicator of possible hazards to permanant institutionalization of the program.

Students in both control and experimental schools are evaluated on achievement through use of the Stanford Achievement Tests, TOBE general ability tests (appropriate ages), Purdue Perceptual Inventory, Peabody Vocabulary Test, and Otis Lennon I.Q. tests. Comparison of change over time is then made. Other prodecures assess interest in the open concept school and affective development as exemplified by yielding to the influence of others.

Teachers in control and experimental programs are observed to identify their role actions with respect to students. Additionally, a survey of "open concept" teachers gathered evidence of satisfaction with phases of the program. An interview with each teacher is also appropriate.

The program is also assessed by means of numerous visitations by the evaluator to identify focus of student activity, physical arrangements, teacher strategies, and student movement. These brief reports are gathered into a journal format for in-service assistance with the staff.

REPORTING TO PARENTS

Reporting to parents takes unique forms in the open concept school since no written report cards are issued and parents are informed of their children's progress through parent-teacher-student conferences. Student progress is recorded on an individual skills list which reflects the pre-established performance objectives for the school. This list,

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together with any test results from standardized and informal testing, is utilized during the conference time to show the parent exactly in what phases of a subject matter area the child is involved at the time of the conference and what progress he is making in his educational pursuits.

In the open school four parent-teacher conferences are conducted each year. One of the conferences is held while school is in session. When the parents come to school during this conference they have an opportunity to become acquainted with the open school operation and they can observe their child in action while being informed by the teacher of his strengths and weaknesses. The remaining three parent-teacher-student conferences are held when school is dismissed but the parents are urged to bring the students to school for the conference so that the children are present and have a voice in the deliberations. If truly confidential information needs to be exchanged, it is an easy matter to ask the child to step outside for a minute. The involvement of the students in the conferences has met with general favor by the parents and a very high proportion of students are brought to the school for this purpose.

But the parent-teacher conferences are not the only conferences that occur between staff and parents. The parents often come into the building and meet with the teacher just to check up on a child's progress. Likewise, informal meetings between parents and staff members while shopping or through social contacts lead to an exchange of information. Finally, individual contact between parents and staff occurs before and after PTA meetings and other school functions.

Sometimes the teachers will contact parents by telephone or by note to inform them of a specific happening at school. If a serious problem occurs but also if the student has done something exceptionally well, the teachers make an effort to inform the parents of this occurance. Usually a conference is arranged to follow up on the matter.

Reporting to parents is also done by sending work home with the child. This allows the parent to see what the child is accomplishing at the moment and will give the parent an opportunity to assist the children if there are difficulties and praise them if they produce evidence of good work.

THE ADVISORY COUNCIL

A parental advisory council can be of great help in providing better communication between the school and the community. In order to be effective, council members must understand their function, the bounds of their authority, and they must constantly be encouraged to present their point of view.

Generally, duties of the advisory council are:

a. Become as fully informed as possible about school operation and disseminate information to the rest of the community.

b. Present community concerns, grievances, requests of information to the staff for discussion and action.

c. Present community viewpoints in discussions about proposed operational changes.

d. Suggest new approaches to the staff for further study and eventual decision.

The advisory froup is composed of nine to fifteen lay members. It should represent all facets of the community in a reasonable proportion. Whenever possible, members should be added based on nomination from community organizations and individuals. In order to get an advisory council started the initial membership may be selected from nominations by staff members and by PTA officers. Once the council is functioning it should solicit and control its own membership from the community.

The council functions best when it has a regular meeting schedule. Meetings every other month and alternating with PTA meetings might be frequent enough to maintain continuity without making the operation a burden on its members. The meetings themselves should be as informal as possible so that all members feel free to contribute to the subject at discussion. Some record of the deliberation in resume form should be kept and this record should be distributed to the members as soon as possible after the meeting. It is important that the problems discussed at the advisory council should be such that council members can make a contribution to their solution and that the council can suggest a course of action. This way the members will be given a feeling that they are contributing and that their participation is of value. Staff members should be invited to attend the council deliberations but the staff should be cautioned against dominating the exchange.

Examples of problems that may be discussed with the advisory council:
setting dates for major events
playground use and policy
handling of lost and found articles
ways of reporting progress to parents
possible PTA programs
policies governing referral to special programs
suggestions for curriculum changes

PTA OBJECTIVES

To promote the welfare of children and youth in home, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.

To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education.

In order to promote these objectives, a friendly atmosphere is the basic ingredient that has to be affected between the home and school. One of the ways to promote this is by having informal PTA meetings where people can feel relaxed and be more apt to converse freely. (It's a lot easier to discuss business over a friendly cup of coffee than in a stiff formal setting.)

In an "open concept" school, "open PTA" seems to promote a better understanding between teachers and parents and a closer working relationship is more apt to follow resulting in a greater gain for children, parents, and staff.

Because of the "openness" of the meeting, even after it's been officially adjourned, lively discussion periods often continue over a second cup of coffee.

"Informality" seems to be the key word.

SCHOOL COMMUNITY EVENTS

The open concept staff has as one of its goals the creation of rapport and understanding between the school and community. This is being accomplished by providing space, leadership and personal involvement in school community events. A measure of success is apparent since the people in the area have been utilizing the building to a much greater extent than in years past. In addition, parents have felt free to contact the staff and the central office on problems of the children, to seek general information, and to offer suggestions for school usage.

A partial list of recent community school events presents an indication of the beginning of closer school and community cooperation.

1. The local Indian band has been using the building to conduct its band meetings. At these meetings not only have educational problems been discussed, but problems of the Indian community in general. Several times the Director of Compensatory Programs and the building Principal have been invited to attend these meetings to become better acquainted with concerns.
2. To maintain a link with Indian culture, the school has been open on weekends for local students to participate in programs of Indian dancing, chants, drumming, and discussions of Indian heritage. Volunteers from the area and from the Canadian Indian reservations have acted as resource people.
3. Both the PTA meetings and the executive council of the PTA have held regular meetings at Finlayson School. To date, the PTA meetings have been well attended by students as well as interested parents.
4. The Advisory Council holds bi-monthly meetings. Here the general public as well as members of the Council are invited to attend. Items of school interest and community interest are discussed.
5. A crafts club for interested children has been developed on Wednesday evenings as a result of interest expressed to the Advisory Council and the PTA Executive Council. The children seem to enjoy returning back to school to work on projects of their own choosing and making. This program is supervised by parents of the community.
6. A tenth anniversary party is being planned for Finlayson School. The plans for the anniversary party have been time-consuming and involved much work by the parents. Parents representing all walks of life are meeting each other for the first time and are working together harmoniously.

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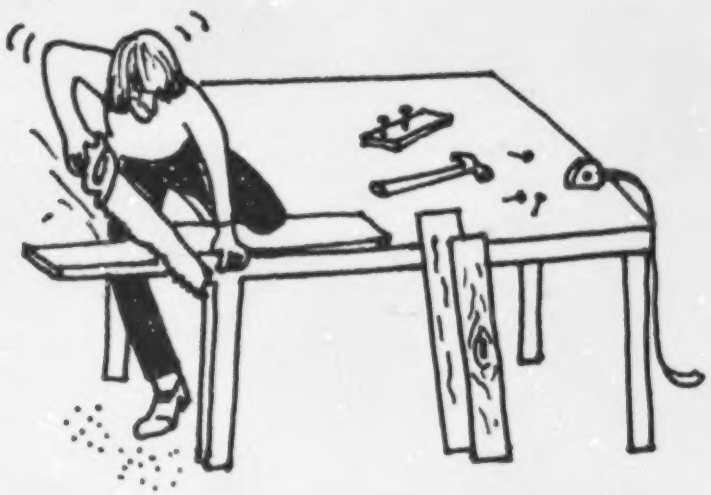
7. Camp Fire and Blue Birds organizations of the area hold meetings after school. Teacher aides and parents work together.
8. More home visits have been made by the staff. The residents of the community are beginning to feel free to invite members of the staff to their homes. Due to some of these home visitations, we have more members attending Advisory Council, PTA and Board of Education meetings.
9. Many parents, when bringing their children to school, come into the building to look around and visit with staff members and the central office.

Some future plans to increase relationships between school and community are:

1. Conduct a parent-staff workshop on how to make a parent-teacher conference more meaningful. Plans are to explore what questions can and should be asked by both teacher and parent to understand the information about a child in relation to his school life.
2. Have parent participation in the preparation and serving of the breakfast program.
3. Attempt to involve parents as aides on a voluntary basis during the school day.

A school building that can generate the feeling of welcome to the parents can lead to an improvement in the educational progress of their children. Once the parent sees what is going on and plays an active role within the program, he will gain in understanding and become more supportive. This attitude will be carried back to their children and will encourage the children to become more deeply involved in their education.



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GLOSSARY

Activity Sheet - Commercial or teacher-made ditto sheet presenting specific subject matter which requires an oral or written response from the student.

Affective - Dealing with the emotional and behavioral aspects of the personality.

Card Contract - Similar to the activity sheet but usually written on a 3x5 or 5x8 card directing the student to some activity.

Carrel - A three-sided enclosure used to create a sense of privacy within an open area.

Cognitive - Dealing with the academic progress of the child.

Compensatory Program - A federally funded program

Facilitator - An adult who oversees the activity of the room which has been self-selected by the child.

Family Grouping - Refers to the multi-age grouping of 20-25 students assigned to a teacher for evaluation and guidance purposes.

Instructional Aide-Paraprofessional - Used interchangably; functions as a general aide providing whatever assistance is directed by the supervisory teacher.

Language Laboratory - Area designated primarily to provide enrichment in language development.

Learning Stations-Work Stations - Used interchangably; an area designated to present specific subject matter utilizing multi-media materials.

Open School - A situation in which the entire student body has unlimited access to all learning areas within the school.

Performance Objectives - Pre-determined objectives which students are expected to be capable of performing within a specified period of time, i.e. the school year.

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Pod - A multi-age grouping of students selected on the basis of age and learning ability.

Primary Pod-Lower Pod - Used interchangably to denote students from ages 6 to 9.

Junior Pod-Upper Pod - Used interchangably to denote students from ages 9 to 13.

Supportive Group - See family grouping.

Supportive Teacher - The teacher who is responsible for evaluating, guiding and prescribing for the individual child in the supportive group.

Title I - A federally funded program to develop remedial skills, (reading, math, motor skills) among economically deprived children.